



**UNION**

**Religious Worlds of New York**



**Curriculum Development Project**

## **Where in the World?!? Student World Culture Project**

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### **Abstract**

In this collaborative learning activity, teams of students will define world culture and then develop authentic, “kid-friendly,” multimedia presentations illustrating the “culture” of a selected country of the world. These presentations will be posted on the class web-page and possibly an international social studies webpage. The purpose of the multimedia presentations is to familiarize students with cultural aspects (including world religions) of an area of the world that is of particular interest to teams of 2 or 3 students. The area selected may be a potential overseas duty station of military families; places the student or family members have previously been stationed; ancestral homelands of family members; or another geographical area of interest. Also, frequently military sponsors complete unaccompanied overseas tours (without dependents). These student-developed, multimedia presentations may also provide information to the dependents about their sponsor’s duty station.

Student resources will include a selection of multi-cultural literature (mostly novels with some nonfiction works). Students will be required to read at least one of these books for background information. The teacher will emphasize world religions in discussions of the students’ projects. The class will end the project with a cultural fair where students share their multimedia presentations with their peers and families. Students will be encouraged to bring artifacts and sample foods from the culture they have studied.

### **Essential Questions**

What are essential components and interesting facets of world cultures?  
How do cultures differ throughout the world?

### **Guiding Questions**

What are the components of a country’s culture?  
Which foreign country is of particular interest to students (individual students) and to their team?  
How do we work together as a team and efficiently organize the project?  
How do we publish/ publicize our completed projects?  
How will the project be assessed?  
What information about a particular country would be helpful and interesting for kids moving to or visiting that country?

## Prerequisite Activities

Time needed: 2-3 Weeks.

### Student preparation:

1. Shared reading or read aloud of class novel illustrating a world culture. Examples include:
  - Lai, Thanhha. Inside Out & Back Again. Harper/HarperCollins, 2011. 262 pages. Ages 10-13 and
  - Sheth, Kashmira. Boys without Names. Balzer & Bray/HarperCollins, 2010. 320 pages. Ages 9-13
2. Class discussion of aspects of world culture daily as we review the segment of the shared reading from the previous class. (Example, what aspects of the families' culture did we read about yesterday? What does that tell you about the family's lived religion? )
3. Each student identifies an area of the world of interest and reads one or more short novels set in that part of the world. (see book lists below)
  - **World culture book list**
  - **World religion book list**
4. Discuss the process of a project completed with others (productive team work). Team members select "jobs."
5. Develop or review class processes for team projects

## Teaching Activities

1. Heterogeneous, small groups of students identify essential and interesting aspects of world culture. (Brainstorming and consensus building activity from Essentials of Dialogue from **The Tony Blair Faith Foundation**).
2. Students form groups of 2 or 3 students who will work together to develop a multimedia project on a country that they have chosen to work on. Students in small groups will discuss their particular connection and level of knowledge about their county Complete and provide the teacher with the K W L Country Summary form.
3. Small groups of students develop "**concept maps**" or "**brain webs**" describing their country of interest. They will write the "concepts" or ideas on index cards—one concept per card.
4. Each presentation will include: A map, national flag, form of government, common language(s), predominant religion, information about schooling, principal tourist sites, and at least 5 other topics of students' interest.

5. Teams of students create story boards for their multimedia presentation by arranging their ideas on index cards in the order that they will be presented.
6. Students complete tutorial on copyright information and documentation conventions.
7. Students , develop and edit presentations—determine mode of presentation, select graphics and audio.  
**Youtube Movie Maker Instruction for kids**  
**Youtube PowerPoint instructions for kids**  
**Youtube how to create a Prezi**
8. Rehearse presentations, share with grade level peers for feedback.
9. Discuss ways to share multimedia presentations with the public (examples include a press conference with local media invited). Students could conclude the press conference with a “Global Feast” as students dress in the garb of their chosen country, present their multimedia presentations, display artifacts from their countries, and enjoy authentic foods from their countries. (The presentation of the students’ projects will be planned and organized by the students—their ideas may be much more interesting and “on target” than mine.)

### **Additional Resources**

- **CIA World Fact book** - an easy way to find maps and profiles for all of the world's countries.
- **Flags of the World** - every single one, on one page.
- <http://www.ask.com/?o=10181&jr=true>
- [http://www.squirrelnet.com/search/Google\\_SafeSearch.asp](http://www.squirrelnet.com/search/Google_SafeSearch.asp)

### **Assessment**

The assessment will be authentic, ongoing, and seamless. It will include a pre-assessment via a student developed concept maps, teacher observation and note taking during discussion, and “dip-stick” assessment throughout each lesson. Students will receive feedback, additional information, and remediation if required as a result of the assessment processes. The more formal assessment include: student checklists, rubrics, a final 5 question open-book quiz, self-assessments, and process (teaming) assessments.

### **Evaluation**

Your grade for this unit will consist of four evaluations:

1. Storyboard note cards depicting each slide - 20% of final grade
2. Self-Evaluation- - 20% of final grade
3. Presentation Rubric- This rubric lists the criteria that will be used to evaluate your group presentation. - 50% of final grade
4. A five item, open notes quiz following student presentations. Each presentation will end with “Three Vital Questions” and answers. One question from each presentation will be included on this quiz.

## Rubric for Where in the World? Multimedia Project

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Student Name: \_\_\_\_\_

CATEGORY	4	3	2	1
Content	Covers topic in-depth with details and examples. Subject knowledge is excellent. Includes at least 12 slides.	Includes essential knowledge about the topic. Subject knowledge appears to be good. Includes at least 12 slides	Includes essential information about the topic but there are 1-2 factual errors.	Content is minimal OR there are several factual errors.
Organization	Content is well organized with related material grouped together and in a logical order	The content makes sense, but the overall organization of topics appears flawed.	Content is logically organized for the most part.	There was no clear or logical organizational structure, just lots of facts.
Workload	The workload was divided and shared equally by all team members.	The workload is divided and shared fairly by all team members, though workloads may vary from person to person.	The workload was divided, but one person in the group is viewed as not doing his/her fair share of the work.	The workload was not divided OR several people in the group are viewed as not doing their fair share of the work.
Sources	Source information collected for all graphics, facts and quotes. All documented in desired format.	Source information collected for all graphics, facts and quotes. Most documented in desired format.	Source information collected for graphics, facts and quotes, but not documented in desired format.	Very little or no source information was collected.
Audience	Well-rehearsed with smooth delivery that holds audience attention.	Rehearsed with fairly smooth delivery that holds audience attention most of the time.	Delivery not smooth, but able to maintain interest of the audience most of the time.	Delivery not smooth and audience attention often lost.
Attractiveness	Makes excellent use of font, color, graphics, effects, etc. to enhance the presentation.	Makes good use of font, color, graphics, effects, etc. to enhance presentation.	Makes use of font, color, graphics, effects, etc. but occasionally these detract from the presentation content.	Use of font, color, graphics, effects etc. but these often distract from the presentation content.

## Common Core State Standards

CCSS.ELA-LITERACY.CCRA.W.2

Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

CCSS.ELA-LITERACY.CCRA.W.4

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

CCSS.ELA-LITERACY.CCRA.W.6

Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

CCSS.ELA-LITERACY.CCRA.W.7

Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.

CCSS.ELA-LITERACY.CCRA.W.8

Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.

CCSS.ELA-LITERACY.CCRA.W.9

Draw evidence from literary or informational texts to support analysis, reflection, and research.

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on religious diversity, see: [www.religiousworldsnyc.org](http://www.religiousworldsnyc.org).***